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ABSTRACT

In 1984-85, the Bilingual Program of New York City's Erasmus Hall High School was in its second year of a 3-year funding cycle, and served 220 students of limited English proficiency (LEP). The program population included 190 Haitian students, in addition to 21 Hispanic, eight Asian, and one Middle Eastern student. All program participants received English as a second language (ESL) instruction. Native language arts instruction was available for the Haitian and Hispanic students; bilingual classes in mathematics, science, social studies, and typing were available in Haitian Creole/French. The major instructional goal was to provide students with special assistance in English to help accelerate their movement into mainstream academic classes. A combination of Title VII and tax-levy funds supported administrative staff, instructional services, and paraprofessional assistance. Development activities for staff members included monthly meetings and workshops, and attendance at university courses. Parents were involved through a parents' advisory committee and telephone contact with project staff. Supportive services to program participants consisted of academic, personal, career, and college counseling. Tutoring was provided during lunch periods, after school, and on a pull-out basis during class time in Chinese, French, and Haitian Creole. (KH)

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ERASMUS HALL HIGH SCHOOL

BILINGUAL PROGRAM

1984-1985

OEE Evaluation Report

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith Stern Torres, Senior Manager

Grant Number: G00-830-2648

ERASMUS HALL HIGH SCHOOL

BILINGUAL PROGRAM

1984-1985

Principal:
Stanley Saretsky

Project Director:
Thomas Lenihan

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A SUMMARY OF THE REPORT

This program, in its second year of a three-year funding cycle, served 220 students of limited English proficiency (LEP). The program population included 190 Haitian students, in addition to 21 Hispanic, eight Asian, and one Middle Eastern student. All program participants received English as a second language (E.S.L.) instruction. Native language arts instruction was available for the Haitian and Hispanic students, and bilingual classes in mathematics, science, social studies, and typing were available in Haitian Creole/French. The majority of program participants were either new arrivals in this country possessing no English language skills, or students who had minimal schooling in their native countries and were, in reality, illiterate.

The major instructional goal was to provide students with special assistance in English as a means to accelerate their movement into mainstream academic classes. At the same time, bilingual content-area instruction was provided for Haitian students so that they could progress in those areas, gain skills lacking in their own academic development, and expand their native language skills. The program also provided a source of identity for students while they made the difficult adjustment to life in the United States.

A combination of Title VII and tax-levy funds supported administrative staff, instructional services, and paraprofessional assistance. Development activities for staff members included monthly meetings and in-house workshops and attendance at university courses. Parents of participating students were involved through a parents' advisory committee and telephone contact with project staff to discuss students' academic and behavior problems and to receive news of program events. Supportive services to program participants consisted of academic, personal, career, and college counseling. Tutoring was provided during lunch periods, after school, and on a pull-out basis during class time in Chinese, French, and Haitian Creole.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST]), and attendance (school and program records). Objectives for Haitian students were also assessed in native language development (Test de Lecture). Quantitative analysis of student achievement data indicates that:

--Students failed to achieve the proposed criterion of mastering five CREST objectives per month of instruction.

--Haitian program students made significant posttest gains on the Test de Lecture, thus meeting the program objective.

--The attendance rate of program students was significantly higher than the schoolwide rate, thus meeting the program objective.

The following recommendations are aimed at improving the overall effectiveness of the program:

--Following-up on plans to offer a native language arts class in Creole in the fall for those Haitian students not schooled in French.

--If resources permit, offering more advanced bilingual content-area classes that parallel mainstream curricula for those LEP students whose general level of academic achievement is on grade level.

--If funding permits, identifying additional guidance personnel not only to satisfy the existing needs of students, but to alleviate the current guidance counselor's caseload.

--Continuing to provide the small numbers of Hispanic and Chinese program students with needed assistance.

--Reformulating program objectives for mastery of CREST objectives.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings, integrated material into reports, and has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS

		PAGE
I.	INTRODUCTION	1
II.	STUDENT CHARACTERISTICS	3
III.	PROGRAM DISCRIPTION	8
	Philosophy	8
	Goals and Objectives	8
	Organization and Staffing	9
	Instructional Component	11
	Language Policy	13
	Classroom Observations	14
	Student Achievement of Instructional Objectives	15
IV.	NON-INSTRUCTIONAL COMPONENT	20
	Support Services	20
	Staff Development	21
	Parental Involvement	22
V.	CONCLUSIONS AND RECOMMENDATIONS	23
VI.	APPENDICES	26

LIST OF TABLES

		PAGE
Table 1:	Number and Percent of Program Students by Language and Country of Birth.	6
Table 2:	Number of Program Students by Age and Grade.	7
Table 3:	Results of the Criterion Referenced English Syntax Test.	17
Table 4:	Results of the Test de Lecture.	18

ERASMUS HALL HIGH SCHOOL
BILINGUAL PROGRAM

Location:	911 Flatbush Avenue Brooklyn, New York 11226
Year of Operation:	1984-85, second year of a three-year funding cycle
Target Languages:	Haitian Creole, Spanish, and Chinese
Number of Students:	220 Students
Principal:	Stanley Saretsky
Project Director:	Thomas Lenihan

I. INTRODUCTION

The Erasmus Hall High School building is a large, impressive facility which dominates one side of a busy commercial street in the Flatbush area of Brooklyn. The original colonial school building in the inner courtyard and the Dutch Reformed Church across the street reflect the early history of this area of New York City. The school is proud of the role it has played in the growth and development of American education since early federal days, a pride that is evident in the first pages of the Erasmus Hall High School Student Guide which outline a chronology of events starting in 1786.

Today, the building itself shows the same signs of urban decay that are evident in the surrounding neighborhood. The corridors are dimly lit and spare, paint peeling from the walls. Although the classooms are cleaner and brighter, the standard equipment in many of the rooms consists of nineteenth century-style desks with ink wells, strung together on wooden runners. A few seats are missing, forcing students to double

up occasionally in overcrowded classes.

Recently, two areas on the school grounds that had gone unused for some time have been renovated or are in the process of being refurbished due to the efforts of the bilingual program staff. This year, the home economics dining/living room was cleared of storage items and repainted. It now serves as an attractive dining room for the hotel and restaurant management course which has enrolled many bilingual program students. In a similar manner, two rooms of the colonial-era academy building are presently being prepared for the fall, 1985 opening of the high school museum. Students, including many from the bilingual program, will be giving tours of the school and museum as part of the travel and tourism course.

Such creative use of the existing physical space for the benefit of bilingual and non-bilingual students alike is but one example of the changes that have occurred at Erasmus Hall since the introduction of the bilingual program in 1983. Following the first year of operation, an evaluation team commended the program staff on a job well done and recommended a number of steps that could be taken to improve services. This year's assessment considered previous recommendations, and found that the program has seriously reviewed their importance and has made appropriate alterations. This report, a product of three days of on-site observations and interviews, describes services as they have been refined in the second year of the program and recommends areas for further revision.

II. STUDENT CHARACTERISTICS

Erasmus Hall High School has approximately 3,500 students enrolled in grades nine through twelve. The population has become increasingly Caribbean with Jamaican and Haitian students making up the largest groups. Of the limited English proficient (LEP) students, 577 are Haitian, 44 are Hispanic, and 40 are Asians. Relations among the various LEP groups tend to be cordial as all of these students are experiencing similar linguistic problems and cultural disorientation. However, according to reports from several staff members, tension remains high between the Haitian and Jamaican students despite a decrease in the number of violent incidents in the past year.

Since the majority of the students served in the bilingual program are Haitian (see Table 1), the focus of this report will be on their experiences in the program. It can be assumed, however, that the Hispanic and Asian students are having similar problems, although with variations related to educational background, family situations, and cultural differences.

Several years ago, immigrating Haitians were upper-middle class professionals whose children had attended French-speaking schools in Haiti. These students enrolled in Erasmus Hall with an academic preparation suitable to their grade level in the U.S. and, possibly, with some knowledge of English. Many of these students, who have been in the U.S. for as long as five years, now think of themselves as Americans and have entered the linguistic and cultural mainstream of American life.

On the other hand, more recently arrived Haitian students reportedly come into American public schools with less academic preparation and more problematic family situations than their predecessors. They are less likely to have attended school; if they have, their attendance may have been sporadic. Consequently, they have not learned to speak, read, or write French, and it is unlikely that they are literate in Creole since the language has only recently been transcribed. Some may be living with relatives or foster parents, pressured by economic necessity to take after-school jobs, suffering emotional and cultural disorientation. One student, who has lived in the U.S. for a year, commented in an interview, "On n'est pas libre ici (you're not free here)." "I can't wear my jewelry in public because it will get stolen," she explained in exasperation. "But I can kiss my boyfriend on the street!" she exclaimed, obviously confused over the reversal of a moral code she had come to take for granted in her home culture.

Faculty and staff are aware of the changes taking place in the student profile and are making an effort to simplify course content, introduce literacy skills into native language arts classes, and provide more support services. At least one Haitian staff member is concerned about the self-image and cultural identity of his students. If they are ashamed to admit they are Haitian, he says, then more needs to be done to instill in them a sense of the richness of their heritage while at the same time sensitizing American students and teachers to the cultural dilemmas faced daily by foreign students.

On the positive side, bilingual program students reportedly exhibit an enthusiasm for school which is unparalleled. Their attendance rate is excellent, making class size a more critical factor in the bilingual program because so many students show up regularly. Drop-out rates are also lower for program students than for non-program students despite the fact that 78 percent of the program students were overage for their grade level (see Table 2), and overage students are more prone to leave school before graduation.

Of the students served in the 1984-85 academic year, 52 percent were female. Most students were in the tenth grade (111 or 51 percent), and were evenly distributed in the ninth and eleventh grades (51 and 57 students, respectively). Only one twelfth grader was reported. By June 1985, 127 students (58 percent) had been in the program for two years; 91 students (42 percent) had been in the program for one year.

TABLE 1

Number and Percent of Program Students by

Language and Country of Birth

Language	Country of Birth	Number	Percent
Haitian Creole	Haiti	189	86
Spanish	Central and South America	20	9
	Puerto Rico	2	1
Vietnamese	Vietnam	2	1
	Thailand	1	less than 1
Khmer	Cambodia	1	less than 1
	India	1	less than 1
Cantonese	People's Republic of China	1	less than 1
	Hong Kong	1	less than 1
Mandarin	Hong Kong	1	less than 1
Arabic	Other Middle Eastern	1	less than 1
TOTAL		220	100

- The majority (86 percent) of the program students were Haitian-born. They are native speakers of Haitian Creole.
- Ten percent of program students are reported to be native Spanish speakers.

TABLE 2

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	1	0	0	0	1
14	5	0	0	0	5
15	14	6	0	0	14
16	19	14	6	0	39
17	13	30	9	0	52
18	4	23	10	0	37
19	1	21	15	0	37
20	0	9	17	1	27
21	0	4	4	0	8
TOTAL	51	111	57	1	220
Overage Students					
Number	37	87	46	1	171
Percent	73	78	81	100	78

Note. Shaded boxes indicate expected age range for grade.

- Seventy-eight percent of program students are overage for their grade.
- Proportions of overage students are fairly even in grades nine through eleven; grade eleven shows the highest proportion at 81 percent.

III. PROGRAM DESCRIPTION

PHILOSOPHY

Erasmus Hall's bilingual program espouses a transitional philosophy of bilingual education. Haitian students are placed in English as a second language (E.S.L.), native language arts (N.L.A.), and bilingual classes according to their language proficiency and academic level, but all are expected to gradually increase their use of English and decrease their reliance on their native language. For those who have completed the sequence of N.L.A. and bilingual content-area courses there are advanced E.S.L. classes which are the final transitional step before total mainstreaming. The recently formalized language policy clarifies this transitional philosophy by specifying acceptable patterns of language use in bilingual courses. Since bilingual classes are conducted only in Haitian Creole, LEP students who speak other languages receive E.S.L. instruction and paraprofessional assistance in their native language. Spanish-speaking students also attend N.L.A. classes.

GOALS AND OBJECTIVES

The primary goal of the bilingual program is to serve those students who most need its special services. Funding has been provided for 220 students per semester who are the newest arrivals into the school and who score the lowest on the Language Assessment Battery (LAB). Technically, any student scoring below the twenty-first percentile is eligible for bilingual classes, but for a variety of reasons not all students receive services. Sometimes parents or other relatives

prefer another placement for their child; other times there is simply an inability to accommodate all eligible students in the program.

The program has proposed the following instructional and non-instructional objectives for evaluation:

1. Given E.S.L. instruction appropriate for their level of English proficiency, non-English dominant students will master an average of five course outline objectives on the Criterion Referenced English Syntax Test (CREST).

2. Given native language instruction, Haitian students will show significant gains on teacher-made tests.

3. As a result of participating in the program, students' attendance will be equal to that of mainstream students.

ORGANIZATION AND STAFFING

Responsibility for various aspects of the bilingual program reflects a decentralized approach to administration. The assistant principal (A.P.) for foreign languages oversees the functioning of the program in addition to supervising foreign language, E.S.L., and N.L.A. teachers.

The Title VII project coordinator performs management tasks, administers tests, and supervises the paraprofessionals. She is generally available to students for consultation on test scores and advice on school-related matters. To both program and mainstream teachers, she acts as curriculum specialist and resource teacher. She also teaches two Spanish classes per day.

Bilingual teachers are supervised by the A.P. of their subject area and are considered first a member of that department, and second a bilingual teacher. They are all Haitians, with educational degrees from Haitian, French, and American universities. With their academic qualifications and first-hand knowledge of the cultural background of program students they are considered a tremendous asset. One A.P. commented during an interview, "I'm lucky. It's hard to get qualified bilingual teachers." Both his teachers are certified in their content areas and teach mainstream classes as well.

Paraprofessionals speak English, Haitian Creole, Chinese, or Spanish. They tutor small groups, help individuals with assignments, assist with testing and classroom management. They also act as intermediaries between the school and the students' families when necessary. Most have either degrees or previous experience in education.

The Haitian Creole-speaking grade advisor is responsible for initial testing and placement and continued advisement. Once students enter the mainstream, they are assigned to an advisor at their grade level. However, many continue to return to the bilingual advisor who, according to another staff member, makes the students feel "taken care of." They seek advice on academic and personal matters. In addition to his counseling duties, the grade advisor teaches a bilingual science class.

In the opinion of most program staff, non-program faculty have now accepted the bilingual project following an initial period of distrust.

At least one mainstream teacher is planning to take a French language class over the summer break, an indication of not only an attitude of acceptance but of active interest. Nevertheless, several program staff mentioned the need for greater sensitivity on the part of non-program teachers to the unique backgrounds and special educational needs of the bilingual students.

INSTRUCTIONAL COMPONENT

Placement in the bilingual program is determined by the score on the LAB. Students who score below the twenty-first percentile are eligible. However, due to the large number of LEP students at Erasmus Hall, other criteria are considered when filling the 220 places available in the program. Those with the lowest scores below the twenty-first percentile and the shortest amount of time in an English language school system are given priority. The Haitian Creole-speaking grade advisor also uses placement tests to determine the student's level of oral and written French and level of math skills. He then places students according to academic level in various E.S.L. and bilingual classes, and according to grade level in mainstream classes.

A typical student schedule consists of two periods of E.S.L., one N.L.A. class, bilingual classes in math, science, and social studies, and at least two mainstream classes.

The two periods of E.S.L. are required by law to be held at different times during the day rather than back-to-back. There are five E.S.L. levels, of which the two most advanced are for transitional

students who are no longer taking bilingual classes. These students are in the final step before being completely mainstreamed.

Native language arts classes are conducted in French and Spanish. The other language groups represented in the program population are too small to justify the formation of such classes. Two classes of Spanish 5 were offered in the fall semester and two classes of Spanish 6 were offered in the spring. These classes contained both program and non-program students. French 5 through 8 were offered to Haitian students; levels 1 through 4 were for native English speakers. The French N.L.A. classes continue to be the subject of some debate since the inception of the bilingual project. The question concerns the advisability of teaching French as a native language to students whose first language, and more commonly their only language, is Haitian Creole. The advice of those who have argued for an N.L.A. course in Creole has been heeded; next fall, the first such class will be taught.

Bilingual classes are offered through the departments of math, science, and social studies with curricula that parallel mainstream courses. The social studies and science departments have two bilingual offerings each; the math department offers only basic math. Faculty and staff recognize the problem this presents for students whose English is poor but whose math skills are above a basic level. Nevertheless, there is no indication that this situation will be remedied in the near future.

Career orientation courses in hotel and restaurant management and travel and tourism attract a significant number of bilingual program students. The A.P. for foreign languages coordinates these career courses and uses the E.S.L. classes to recruit students. He has also

successfully attracted an Erasmus Hall graduate, himself Haitian and a former pastry chef at the Waldorf Astoria Hotel, back to the school to teach a culinary arts course. Students in lower level E.S.L. classes work in a breakfast program; more advanced E.S.L. students and non-program students work in a luncheon program.

The travel and tourism course trains students to act as school tour guides for outside visitors and students from nearby junior high schools. It will expand in the fall of 1985 to include guided tours of the Academy Museum which is currently under construction in the eighteenth century building that served as the original Erasmus Hall Academy.

Mainstream options for bilingual students include music, art, photography, horticulture, typing, word processing, computer, and gym. It is interesting to note that, in the opinion of one staff member, physical education classes provide the best opportunity for program and non-program students to integrate socially. Varsity and intramural sports have the same effect of bringing students together against a common "enemy."

LANGUAGE POLICY

During this second year of the Title VII bilingual program, the school principal, the project director, coordinator, bilingual grade advisor, and the department A.P.s agreed upon the formulation of an official language policy. This action followed many months of discussion regarding the use of French versus Haitian Creole in bilingual classes and the most effective methodology for encouraging the acquisition of English.

It was decided that Haitian Creole would be the language of instruction in all bilingual classes, although all reading, writing and final oral summaries of class lectures and discussions would be in English. Assistant principals are responsible for monitoring the bilingual classes conducted in their respective departments. Classes observed by a member of the evaluation team were relatively consistent in their adherence to the language policy.

In the view of all staff interviewed, the language policy is the most significant new feature of this year's program. Nevertheless, several staff members expressed the need to refine the policy even further to clarify the use of French versus Haitian Creole and to reduce the tendency to jump back and forth between these two languages and English.

CLASSROOM OBSERVATIONS

A member of the evaluation team observed six classes (math, science, social studies, beginning E.S.L., and a low level native language arts class in French), and one mainstream art class. In addition, the A.P. for foreign languages arranged for the observer to be a luncheon guest in the hotel and restaurant management course. All classes had about 25 students in attendance, although according to the registry more than 30 were enrolled in each. Paraprofessionals were assigned to E.S.L. and mainstream classes, but only one was observed in an E.S.L. class.

Classes clearly diplayed a consistency with regard to methodology and language policy. Teachers began their classes with an explanation of the day's learning objective; it was written on the board

as a visual reminder of the work to do. Lectures and group discussions were conducted in Creole, but board work, other written work, and oral lesson summaries were in English. Only in social studies was the tendency to jump back and forth between French, Creole, and English observed.

For the most part, classes were animated but not disruptive. Students in the bilingual content-area classes in particular exhibited enthusiasm for the group discussions, eagerly volunteered to answer questions, and do work on the blackboard. The E.S.L. class was more subdued, but this may have been simply a result of the students' low level of English. Only one potentially disruptive incident occurred outside a classroom and was handled quickly and decisively by the teacher.

STUDENT ACHIEVEMENT OF INSTRUCTIONAL OBJECTIVES

The analyses of student achievement are presented by objectives for the current year as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

Student Achievement in E.S.L.

--As a result of participating in the program students will master an average of five course outline objectives per month of treatment.

The assessment instrument used to evaluate this objective was the Criterion Referenced English Syntax Test* (CREST). The CREST was

*Extensive information on CREST syntax skills and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test, Board of Education of the City of New York, Division of High Schools, 110 Livingston Street, Brooklyn, New York 11201.

developed by the New York City Public Schools to measure mastery of the syntax skills presented in the E.S.L. curriculum. The CREST uses four items to measure each skill, and mastery is achieved when three of the four items are answered correctly. The test has three levels: beginning (1), intermediate (2), and advanced (3). Levels 1 and 2 each measure mastery of 25 skills, while Level 3 measures mastery of 15 skills.

The CREST was administered at the beginning of the fall semester, and at the beginning and end of the spring semester. Because students were not posttested in the fall, gains were computed on a yearly basis. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings. Students who changed test levels during the school year were excluded from the analysis. (A computation of students' achievement during the spring term is included as Appendix A.)

Table 3 presents the test results for 155 students who were pretested and posttested with the same level. Overall, students mastered an average of 1.2 CREST objectives per month of instruction. As the program proposed that students would master five CREST objectives per month, the program objective was not achieved.

It appears, however, that the objective was not formulated appropriately. Considering the number of objectives on the test (25) and the time between pretesting and posttesting (six months), the proposed objective is unattainable. In the extreme case of a student scoring zero on pretest and 25 on posttest, the CREST objectives mastered

per month would be 4.2 (see recommendations).

The citywide objective for students in bilingual programs is mastery of one CREST objective per month. Had the program used the citywide guidelines, the objective would have been reached.

TABLE 3

Results of the Criterion Referenced English Syntax Test

(Whole Year)

Test Level	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Mastery Mean	Mastery S.D.	Mean Mastery Per Month
1	82	9.28	6.5	17.0	6.5	7.7	4.8	1.2
2	73	10.8	6.5	18.9	5.6	8.1	4.7	1.3
TOTAL	155	10.0	6.5	17.9	6.1	7.9	4.8	1.2

•Students mastered an average of 1.2 CREST objectives per month.

Student Achievement in Native Language Arts

--Haitian students participating in the program will show significant gains in native language achievement.

Haitian program students were tested with the Science Research Associates Test de Lecture, which is designed to test the development of French reading skills in second language learners. The pretest (fall) and posttest (spring) raw score means and standard deviations are presented in Table 4. Data for both tests were available for 133 students (70 percent of the total Haitian population). Statistical significance was determined through the application of the t-test model to demonstrate whether the difference between pretest and posttest mean scores is larger than would be expected by chance variation alone.

Examination of the table shows that the program objective was achieved. Haitian students' mean gain was 2.4 points and was statistically significant ($p<.05$).

TABLE 4

Results of the Test de Lecture

Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Gain Mean	Gain S.D.
133	66.3	16.5	68.7	14.4	2.4*	11

*statistically significant at the .05 level.

Attendance

--As a result of participating in the program, students' attendance will be equal to that of mainstream students.

The attendance rate for program students was 95.12 percent, approximately 16.15 percentage points above the schoolwide attendance rate (78.97 percent). Statistical significance of the difference between program and mainstream passing rates was determined through a z-test for the significance of a proportion.* This procedure tests whether the difference between one group's rate (the program's) and a standard rate (the school's) is greater than can be expected by chance variation. The z-test results ($z=5.87$) indicated that the difference in attendance rates was statistically significant ($p<01$). The program objective was thus met.

*Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics; Scott, Foresman and Company, 1968.

IV. NON-INSTRUCTIONAL COMPONENT

SUPPORT SERVICES

The pivotal character in the provision of support services is the bilingual grade advisor/guidance counselor. He has been instrumental in the development of the language policy and the design of staff development activities. His work with students involves personal and academic counseling, referrals, and family contacts. In addition, he teaches a daily bilingual science class. Other school personnel recognize his role as advisor/counselor to Haitian students in and out of the bilingual program and appreciate his concern for and sensitivity to them. Reporting to the A.P. for guidance, he has a unique perspective on the bilingual program, one that perhaps allows him to view the program more holistically than members of the individual departments.

Other support services include daily tutoring by monolingual and bilingual paraprofessionals, a two-day orientation to Erasmus Hall conducted at the start of the school year (expanded to English-speaking students because of its success), and career-vocational offerings in the curriculum. A breakfast service, which is part of the hotel and restaurant management course, not only offers career training but also feeds daily breakfast to a number of low-income students.

STAFF DEVELOPMENT

The project proposed the following objective in this area:

--Staff will participate in workshops and will take courses in bilingual education in order to be better prepared to participate in a program of bilingual education.

Staff development activities are conducted in-house by department and through university courses on an individual basis.

It is important to consider here not only what the bilingual program faculty and staff undertake in the way of professional development but what the mainstream teachers receive that may assist them with their understanding of bilingual students' needs. One such effort was organized in the fall by the program coordinator and bilingual grade advisor. In two workshops held for 20 mainstream teachers, they described life in Haiti and the experience of migrating to the U.S. Response to the workshops was positive: teachers felt more sympathetic toward program students and they appreciated the opportunity to learn something about Haitian culture.

Several departments have also taken advantage of the bilingual teachers on their staff. One department reported making Haitian teachers responsible for conducting a departmental meeting in which they described the Haitian school system and compared and contrasted the methodology used to teach their particular subject area. Once again, mainstream teachers responded positively. The departmental meetings seemed to uncover some of the reasons underlying problems teachers were having with program students.

As for future staff development activities, the principal has recommended that bilingual teachers participate in workshops designed to improve their teaching techniques. Trained to teach according to French rules of pedagogy which emphasize lectures, group recitation, and individual memorization, Haitian teachers stated that they were not always comfortable with the more Socratic method commonly practiced in American schools. However, funding constraints prevented the principal from developing any new training activities this year. With additional funding to pay teachers at a professional staff development rate, he feels he could successfully attract bilingual teachers to activities above and beyond the required monthly departmental meetings.

PARENTAL INVOLVEMENT

Because many Haitian students do not live with their natural parents, parental involvement in school activities was limited. An advisory committee meeting was held quarterly and a special meeting for Haitian parents was held during the annual Open School Night. Attendance at both of these events was reportedly low.

V. CONCLUSIONS AND RECOMMENDATIONS

The Erasmus Hall bilingual program appears to be fullfilling its objectives. It is evident from observations that the administrative and teaching staffs are dedicated and concerned about the special needs of the bilingual students, most of whom are Haitian. They have taken seriously recommendations made in last year's evaluation report and have made appropriate changes in the program to enhance the effectiveness and relevance of the program for the target population. They are continuing to refine and adapt course offerings as the student profile shifts from one socioeconomic and educational level to another.

The positive tone is set by a supportive principal who has personally encouraged greater awareness and acceptance of LEP students by their English-speaking peers and the mainstream faculty. His leadership has resulted in a dramatic reversal of previous attitudes which appeared to deny the presence of LEP students in the school.

The bilingual program itself is managed by personnel who are sincere about their concern for their students' academic success and general well-being. They exhibit warmth and patience in their dealings with students and express interest in their activities. In conversations with a member of the evaluation team, they indicated an understanding of the limitations of their program and a willingness to search for ways to resolve problems, and help students prepare for life in a new country.

The program is fortunate to have many experienced bilingual teachers. Moreover, their cultural affinity with the majority of the program's students increases their value to the school. Not only can

they understand their students' orientation to school, but they can sensitize non-program staff to the problems these students face in adapting to a new system.

There are several areas where improvements could be considered. It is the understanding of the evaluation team that the program staff is aware of these shortcomings and is currently working on remedies for the coming school year.

1) Despite the fact that a language policy has been implemented this year using the home language of the majority of students, French courses are still offered as part of the native language arts sequence. This presents little problem for those students whose Haitian schooling has been in French, but is problematic for those who have had little or no schooling in Haiti. As of this writing, there are plans to offer a Creole native language arts class in the fall. It is recommended that this constitute the first step in an on-going dialogue regarding the use of Creole in the native language arts curriculum.

2) Bilingual classes in math, science, and social studies were viewed by many staff members as being too elementary, especially in math. As one teacher explained, students with poor English language skills can be erroneously placed in basic math classes under the assumption that language problems are synonymous with a low level of academic achievement. Many students need to continue their content-area studies at more advanced levels, however they may lack the English skills needed to succeed in a mainstream class. In these circumstances, students with better academic preparation may be forced into mainstream classes in which their ability to achieve success is limited at the outset, while the program is able to serve only the newest, least prepared students.

It is recommended that, if resources are available, more advanced content-area classes that parallel mainstream curricula be offered to students whose general level of academic achievement is on grade level, but who are just beginning to develop skills in English.

3) Non-instructional services, especially guidance counseling, need expanding. Currently, one Haitian Creole-speaking guidance counselor is serving not only the 200 program students, but also many of the 600 Creole-speaking students in the school, who continue to seek academic and personal advice after leaving the program. Additional guidance services would not only satisfy the existing needs of students, but would also alleviate the current guidance counselor's heavy work load.

4) Spanish- and Chinese-speaking students are in the minority in the bilingual program. Consequently, the full range of bilingual services is not available to them. There is a Spanish-speaking para-professional and one who speaks several Chinese dialects, but it is not clear how extensively they are used in the classroom. Since the over-whelming majority of program students are Haitian, it is understandable that other language groups might feel neglected or isolated. There is little evidence to suggest this is happening at Erasmus Hall. It is recommended that the program continue to give these students the recognition and assistance they need in a program necessarily weighted towards the experiences and language of a different population.

5) It is suggested that the program reformulate its objective for student mastery of CREST objectives to conform with the citywide Chapter I criterion of one CREST objective mastered per month of instruction.

VI. APPENDICES

APPENDIX A

Results of the Criterion Referenced English Syntax Test

Spring

Test Level	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Mastery Mean	Mastery S.D.	Mean Mastery Per Month
1	89	12.6	6.7	17.3	6.3	4.7	3.9	1.2
2	130	11.9	6.3	17.5	5.8	5.6	4.0	1.5
TOTAL	219	12.2	6.5	17.4	6.0	5.2	3.9	1.4